

Chapter 5

The Dictionary of Occupational Titles, the Occupational Outlook Handbook, and Career Clusters

I. DICTIONARY OF OCCUPATIONAL TITLES (DOT)

- A. Published by Dept. of Labor
- B. 4 editions Published Since 1939
- C. 1991 4th edition revised
- D. 2 Volumes
- E. Each occupation has a corresponding 9 digit code
 - 1. First three *The first six nos. are the key.*
 - a) First Digit – Occupational Category which has nine divisions
 - b) Second Digit – Identifies one of 97 occupational divisions
 - c) Third Digit – Location of Occupational group within occupational division
 - 2. Middle Three
 - a) Used to identify relationship worker has with three worker function groups (data, people, things)
 - b) The ~~higher~~ the number, the more complex the function *lower*
 - 3. Last Three
 - a) Further identifies as a particular occupation within an occupational group
 - b) Occupations can have the same first 6 digits but not the same 9 digits

II. USING THE DOT

A. Advantage

Great resource for learning facts about relevant information on a majority of US occupations.

B. Disadvantage

Due to a large amount of information and complexity of accessing information it is hard to manage for practical use.

III. ONET

- A. Automated replacement for DOT**
- B. User Friendly**
- C. Provides comprehensive information about work and workers to students, educators, employers, and workers.**

IV. USING THE MILITARY CAREER GUIDE WITH THE DOT

- A. Covers all branches of the armed forces career paths for enlisted personnel and officers.**
- B. Occupations are grouped in clusters**
- C. Also lists comparable civilian occupations with DOT codes for allow readers to find more specific information in the DOT and OOH**

II. Guide for Occupational Exploration (GOE)

A. Use

1. The GOE contains all of the jobs in the U.S.A.
 - 12,000 jobs
 - 12 interest areas
 - 66 work groups
 - 348 subgroups
2. It was developed as a supplement to the DOT, and is to be used by career counselors and those individuals working on their own career exploration.
3. The GOE is to be used in conjunction with the United States Employment Service (USES) interest inventory, and a revised interest check list.
4. This manual's data directly coincides with the USES's twelve interest areas. These interest areas intern coincide with Holland's six personality styles and their corresponding work environments.
5. GOE contains information on the nature of a job, working conditions, education and training required and more.
6. The GOE cross references with ones hobbies, home life, experience, school subjects and military experience. (Farr, 1993).

B. Organization of Manual

1. The twelve interest areas are identified by a two-digit code with a brief description of the interest area following the code.

01-Artistic-Interest in creative expression of feelings or ideas.

02-Scientific-Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.

03-Plants and Animals-Interest in activities involving plants and animals usually in an outdoor setting.

04-Protective-Interest in using authority to protect people and property.

05-Mechanical-Interest in applying mechanical principles to practical situations, using machines, hand tools, or instruments.

06-Industrial-Interest in repetitive, concrete, organized activities in a factory setting.

07-Business Detail-Interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting.

08-Selling-Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.

09-Accommodating-Interest in catering to and serving the desires of others, usually on a one-to-one basis.

10-Humanitarian-Interest in helping others with their mental, spiritual, social, physical, or vocational goals.

11-Leading-Influencing-Interest in leading and influencing others through activities involving high-level verbal or numerical ability.

12-Physical Performing-Interest in physical activities performed before an audience. (Zunker, 1998).

2. A group of occupational analysts developed General Educational Development Work Groups for each of the twelve interest areas. These groupings were based on the level of capabilities and adaptability needed by workers in each area.

- Each work group has a four-digit code and title.
- Each work group is divided into subgroups with a six-digit code and title.
- Each subgroup also has a nine-digit DOT code.

Interest Area---10 Humanitarian
Work Group-----10.01 Social Services
Subgroup-----10.01.01 Religious
Subgroup-----10.01.02 Counseling and Social Work (Farr,
1993)

C. Occupational Exploration

The GOE has five steps for finding a desired occupation.

1. To relate interests to job titles.
2. Select one or more work groups to explore.
 - level of skill
 - training
 - work requirements
3. Explore the work group selected.
 - go to section of manual that gives a detailed description of the work group.
 - kind of work
 - skills and abilities
 - how to know if one would like or could do this work.
4. Explore subgroups in specific occupations
 - refers one to the DOT
5. Get it all together
 - goals and plans

Bibliography

Farr, Michail J. (1993). The complete guide for occupational exploration.
Indianapolis: JIST Works, Inc.

Zunker, Vernon G. (1998). Career counseling: Applied concepts of life
planning (5th ed.). Pacific Grove: Brooks/Cole Publishing Company.

Occupational Outlook Handbook (OOH)

Developed by: US Department of Labor Bureau of Labor Statistics

Published every two years.

Our text states that:

“The 1994-1995 handbook contains employment projections, 250 occupational descriptions grouped in 13 clusters, 125 additional occupational classifications, DOT codes, and information on how employment projections are made... A major section of the OOH covers employment trends and projections...”

“Each occupation is described in concise, straightforward, nontechnical language, covering the following information: (1) nature of work, (2) working conditions, (3) employment, (4) training and other qualifications and advancement, (5) job outlook, (6) earnings, (7) related occupations, and (8) sources of additional information. The DOT code is also listed.”

“The value of the OOH for the career counselor is apparent. Its nontechnical format makes the OOH attractive to many readers. The overview of national job prospects and the long-term job outlook are important resources and are receiving increasing attention from individuals who are planning their education and career. The OOH can be assessed on the Internet as follows:
URL: <http://stats.bls.gov/ocohome.htm>.”

Career Counseling, Applied Concepts of Life Planning, pages 122-123.

Career Clusters

Career clusters must account for:

1. Information concerning ways of entrance into the field
2. Similarities of work requirements and functions
3. Training requirements for mobility in a specific field

Ways to cluster careers:

1. Clustering by product

- This way is useful for those who want to evaluate fields by product
Ex. An individual is interested in agriculture but is not sure about specific jobs in that particular field.

2. Clustering by the *ladder approach*

- When clustering using this method, occupations are placed in ascending order by the level of training required for each occupation.
- It is believed that career exploration of a particular field is better when the skills of upward mobility are identified.
- It is also believed that people can make better decisions about careers when they can examine the similarities of a field.

3. U.S. Office of Education (USOE) Career Clusters

- USOE prepared 15 occupational clusters to illustrate possible careers in the U.S. (refer to chart).

4. Holland Occupational Classification System (HOC)

- Holland has 6 personality styles and work environments (refer to chart).

5. Two-Dimensional Classifications

- Developed by Roe
- Involves horizontal activity dimensions
- The first dimension provides classification of occupations by field.
These include:

1. Service	5. Outdoor
2. Business contact	6. Science
3. Organization	7. General culture
4. Technology	8. Arts and entertainment

- The second dimension looks at occupations within the field according to these levels:
 1. Professional & Management
 2. Semi-professional & Small business
 3. Skilled
 4. Semi-Skilled
 5. Unskilled

Advantages of using Two-Dimension Classification:

- Career exploration is made easier when training skills and other job function demands of occupations are combined.
- This method better illustrates the relationship of educational training and occupational mobility.

Figure 1: U.S. Office of Education Career Clusters

Agribusiness and Natural Resources	Hospitality and Recreation
Business and Office	Manufacturing
Communications and Media	Marketing and Distribution
Construction	Marine Science
Consumer and Homemaking	Personal Service
Environmental	Public Service
Fine Arts and Humanities	Transportation
Health	

Figure 2: Holland Occupational Classification System

- R* - Realistic (skilled trades, technical, and service occupations)
- I* - Investigative (scientific and some technical occupational)
- A* - Artistic (artistic, musical, and literary occupational)
- S* - Social (educational and social-welfare occupations)
- E* - Enterprising (managerial and sales occupations)
- C* – Conventional (office and clerical occupations)